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ABSTRACT

In its first year of Title VII funding, Project CERCA provided counseling and a comprehensive career education program and supplemented the bilingual academic program for a group of 200 limited-English-proficient Hispanic students in grades 9 through 12 in a high school in Flushing, New York. Data suggest that the primary goal of career counseling was successfully met. When tested for English language development at Level I in the spring, 75% of the students mastered at least one Criterion Referenced English Syntax Test (CREST) objective per month in both semesters. There was a decrease in raw scores from pretest to posttest on the New York City Reading Test. Passing rates in English as a second language (ESL) and RCT preparation courses exceeded 70% in both semesters. In general, students did not achieve the 75% passing criterion for content-area classes. Social studies students achieved the highest overall passing rates (79%) both semesters. Recommendations for strengthening the program are given, including establishing procedures for field testing and refining career units for classroom use, determining optimal class size for ESL, sharing data on student career goals and aptitudes, and changing the program's English language objectives to more accurately reflect typical student achievement. (CG)

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FLUSHING HIGH SCHOOL

PROJECT CERCA

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-84-003C

FLUSHING HIGH SCHOOL

PROJECT CERCA

1983-1984

Principal:
Mr. James Costaras

Director:
Ms. Eileen May

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A SUMMARY OF THE REPORT

Project CERCA aims to integrate a comprehensive career education and counseling component with the bilingual academic program offered at Flushing High School. This primary goal recognizes the importance of student motivation and career awareness in the development and application of English language skills. Supervised by Flushing's assistant principal of foreign languages, the program served 200 Hispanic students in grades nine through twelve who were considered limited in English proficiency (LEP). A project director from the foreign language department, a full-time bilingual guidance counselor, three educational assistants, five E.S.L. and eight native language arts teachers, along with other personnel, implemented the major goals of Project CERCA. In addition to the objective of increased language achievement and career education and counseling, the program focused on: staff development for the bilingual academic program teachers, production of career units to be used in English as a second language (E.S.L.) and native language arts (N.L.A.) classes, and various enrichment activities that reinforced students' career awareness.

In addition to supplementing E.S.L. and N.L.A. instruction in various content areas, the instructional design included an innovative program of career education and counseling consisting of three components: integrated career units in all E.S.L. and N.L.A. courses, career counseling and aptitude testing, and a selected career cluster concentration for eleventh- and twelfth-grade students. Among the various intervention strategies of Project CERCA, staff and university training, systematic production of career units, and the services of a bilingual guidance counselor were noted during all visits to Flushing High School.

In its first year of Title VII funding, staff and students were observed to be responsive to the comprehensive career education approach. The principal and assistant principal of foreign languages were enthusiastic about the program and had realistic expectations about its success within the bilingual academic program. Students were aware of the special efforts of the project director and bilingual guidance counselor to address their career awareness needs.

In general, implementation data suggest that Project CERCA was successful in meeting its primary goal of career counseling. Although a vacancy for project director existed between November and January 1984, various changes were initiated under the coordination of the new project director. For example, four career units for E.S.L. as well as four units in Spanish for N.L.A. classes were completed and are ready for use in September. The project was found to be operating effectively; its staff is highly committed to its goals.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST], the New York City Reading Test, and teacher-made examinations) and mathematics, science, and social studies (teacher-made examinations). Quantitative analysis of student achievement data indicates that:

-- The program objective of 75 percent of the students mastering at least one CREST objective per month of treatment was achieved by students tested at Level I in the spring. However, overall, students mastered more than one CREST objective per month in both semesters.

-- Results of the New York City Reading Test indicated a decrease in raw scores from pretest to posttest.

-- Passing rates in E.S.L. and R.C.T. preparation courses exceeded 70 percent passing both semesters.

-- Students generally did not meet the 75 percent passing criterion for content-area classes. The highest overall passing rates were achieved by social studies students both semesters (79 percent passing).

The program proposed to develop career awareness as an objective. However, data were not available to measure the achievement of this objective.

To strengthen the impact of the program, it is recommended that:

-- systematic procedures for field testing and refining the career units for actual classroom use be established with the bilingual and career counseling staff;

-- enrollments for E.S.L. classes, especially levels 1 and 2, be carefully scrutinized to determine optimal class size for effectiveness;

-- articulation between students, teachers, project director, and the bilingual guidance counselor be enhanced by sharing data on student career goals and aptitudes being collected by the program. Further, documentation of career awareness activities and student progress should be provided to make possible measuring the achievement of the program objective;

-- a needs assessment among teachers be conducted to plan in-service workshops and enrollment in university courses, particularly for those teachers working out of their area of specialization.

-- the program change its English language achievement objective to more accurately reflect typical student achievement.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Adrian Bennett has edited this report. Margaret Scorza has coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Ida Heyman, who has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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FLUSHING HIGH SCHOOL

PROJECT CERCA

Career Exploration Through Reinforcement of Correlated Academics

Location:	35-01 Union Street Flushing, New York 11354
Year of Funding:	First year of a three-year funding cycle
Target Population:	200 Hispanic students, grades nine through twelve
Target Language:	Spanish
Principal:	Mr. James Costaras
Project Director:	Ms. Eileen May

I. DEMOGRAPHIC CONTEXT

ENVIRONMENT

Flushing High School is located on Northern Boulevard, a major thoroughfare in Queens that is two blocks from the heart of Flushing's commercial district. The school serves an attendance area that is multicultural and diverse. The northern sector is characterized by private houses that would not be out of place in a middle- to upper-middle class, suburban setting. Some apartment buildings also exist within this area. South of this region lies Corona-Jackson Heights, an integrated middle- and working-class neighborhood where most of the school's Hispanic students live.

The school's attendance district has undergone major changes. Extremely accessible to public transportation, it has become the second largest Asian-American community in New York City, with Koreans comprising the largest single group. The relatively new Korean population has

affected the area as a whole by purchasing stores, constructing new buildings, and opening new businesses. As a result, they have contributed significantly and visibly to the community's economic viability. While they have lived in the area for a somewhat longer time than the Asian residents, the Hispanic population represents a significant population shift since 1970. During the following decade, the Hispanic population in Queens doubled. The Corona-Jackson Heights area served by Flushing High School is the fastest growing Latin American community in New York City and contains one of the two largest communities of immigrants from the Dominican Republic. The ethnic breakdown of Flushing's student population reflects the diversity and multicultural aspect of the school: Hispanic, 25 percent; Asian, 10 percent; black, 23 percent; and white, 42 percent. Over 30 different native languages are spoken by Flushing High School's students. (See Appendix A.)

SITE CHARACTERISTICS

A comprehensive high school, Flushing has 1,826 students in grades nine through twelve. The percentage of Asian and Hispanic students has been increasing each year. In recognition of this trend, the administration hopes that one result of its emphasis on English language acquisition integrated with career exploration will be an increase in the size of the student body.

Originally built in 1875, Flushing High School had a new wing added in 1965. Both the exterior landscaping and the interior of the building

are well maintained. The program office is located on the first floor and is adjacent to the resource room where materials are kept. The resource room is also used by program staff for individual and small-group instruction, student and parent consultation, and class preparation.

II. STUDENT CHARACTERISTICS

COMPOSITION AND DIVERSITY

Project CERCA's target population consists of 200 Hispanic students who are limited in English proficiency (LEP). The majority of program students were born in the Dominican Republic. Eighteen percent of the students were born in Colombia. The remaining students came from Puerto Rico and other Central and South American countries. Table 1 presents the program students by country of origin. The target population is divided as follows: 26 percent in grade nine, 28 percent in grade ten, 29 percent in grade eleven, and 17 percent in grade twelve (see Table 2). Students' academic backgrounds vary greatly, ranging from those who have had no formal schooling and have been placed in high school because of their age to those with some previous high school education. Forty-three percent of the program students are overage for their grade (see Table 3) and the highest percentage of overage students is in grade ten. Approximately seven percent of the program students are functionally or totally illiterate in their native language, a fact that presents a major obstacle to their learning both English and the subject matter necessary for high school graduation.

According to program staff, the previous education of the Dominican students is especially poor; many come from rural areas whose dilapidated schools reflect the general poverty of the inhabitants. The staff also observed that students from other Latin American countries seem far better prepared than those from the Dominican Republic. The academic performance of the Dominicans at Flushing reflects their educational

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	15	8
Dominican Republic	100	52
Haiti	1	less than 1
Honduras	3	2
Guatemala	1	less than 1
El Salvador	8	4
Nicaragua	1	less than 1
Colombia	35	18
Ecuador	18	9
Peru	4	2
Bolivia	3	2
Venezuela	1	less than 1
Argentina	1	less than 1
TOTAL	191	100

- More than half the students were born in the Dominican Republic.
- Eighteen percent of the students are from Colombia; these comprise the second largest Hispanic group.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	27	53	24	47	51	26
10	27	49	28	51	55	28
11	28	50	28	50	56	29
12	14	42	19	58	33	17
TOTAL	96	49[a]	99	51[a]	195	100

[a]Percent of program students.

- In grades nine, ten, and eleven the number of male and female students is approximately equal.
- Students are fairly evenly distributed in grades nine, ten, and eleven; the proportion of students decreases in grade twelve.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	9	0	0	0	9
15	16	8	2	0	26
16	13	14	13	2	42
17	13	18	16	13	60
18	1	10	15	18	44
19	1	3	4	2	10
20	0	0	0	1	1
21	0	0	1	0	1
22	0	0	1	0	1
TOTAL	51	55	55	33	194
Overage Students					
Number	28	31	21	3	83
Percent	55	56	38	9	43

Note. Shaded boxes indicate expected age range for grade.

- Forty-three percent of all program students are overage for their grade.
- The highest percentage of overage students is in grade ten.

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background. While only 43 percent of the school's LEP population is from the Dominican Republic, 75 percent of all LEP students experiencing multiple course failures are Dominican. Other indicators, such as the number of credits earned and the results on standardized tests, substantiate these conclusions.

The high percentage of Hispanic LEP students who are not promoted annually correlates strongly with their eventual high dropout rate. Their lack of basic skills and fundamentals is further compounded by their low level of aspiration, low self-image, low tolerance for frustration, and lack of scholastic achievement.

Most program students have been in the bilingual program one year or less (see Table 4). The newly-arrived students also lack a realistic appreciation of career alternatives in the United States, the availability of jobs, and the entry level skills needed for them. There is also a large gap between students' skills and aptitudes and career aspirations. A major need of these students, then, is to become aware of career opportunities in our rapidly changing, highly technological urban society.

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	13	6	5	0	24
1 Academic Year	25	14	14	3	56
2 Academic Years[b]	10	25	22	1	58
3 Academic Years[b]	2	6	8	15	31
4 Academic Years[b]	0	2	1	13	16
TOTAL	50	53	50	32	185

[a]Rounded to the nearest year.

[b]Refers to previous participation in other bilingual program.

- Eighty students (43 percent) were reported to be in the program for one year or less; the rest had participated previously in some other bilingual program.

III. PROGRAM DESCRIPTION

In response to the need to increase the academic achievement and career opportunities of the LEP students, the primary goal of Project CERCA is the integration of a comprehensive career education and counseling component with the bilingual instructional program offered at Flushing High School. This goal recognizes the importance of student motivation and career awareness in the development and application of English language skills.

PROGRAM OBJECTIVES

The present bilingual program emerged out of a history of support for bilingual education on the part of the school administration. Prior to the enactment of Title VII, the principal initiated a tax-levy program that stressed English as a second language (E.S.L.) and eventually provided full bilingual instruction for Hispanic students. A trilingual program extended the scope of the earlier tax-levy program by including Korean students, expanding course offerings, and improving such areas as identification and placement, individual attention to students, staffing, community outreach, and supportive services. The staff members at Flushing are very familiar with the educational needs of their students and have developed a capacity and commitment to bilingual education.

Four changes from the school's basic bilingual program are evident in Project CERCA as it completes its first year of operation:

1. A change in curriculum to include a career awareness component which focused on the skills needed in such fields as computers, health, and public service.

2. The use of new materials, such as specially designed career awareness units and other resources, developed by various teachers at the school (for example, a unit entitled "Introduction to the World of Work" was developed for E.S.L. classes).

3. The addition of a full-time bilingual guidance counselor responsible for developing a strong career component to increase student motivation and performance. In addition, a former foreign language department staff member was assigned as project director in February 1984 when the previous director returned to the classroom.

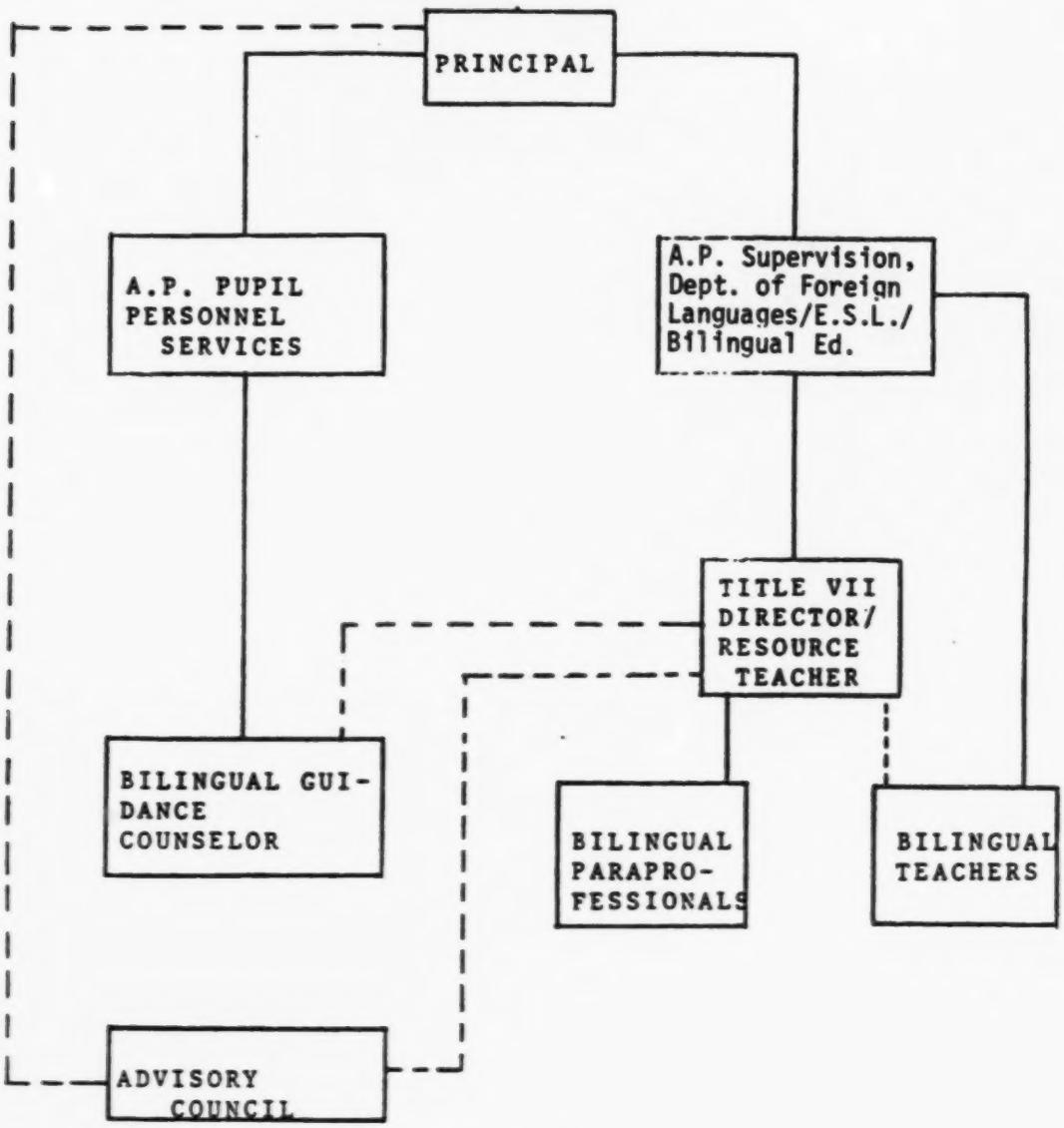
4. An influence on professional performance due to the efforts of the project director and bilingual guidance counselor to explain project goals and the use of career units in bilingual program classes.

ORGANIZATION AND STRUCTURE

Within the school's administrative framework, the assistant principal (A.P.) of foreign languages has supervisory responsibility for foreign language, E.S.L., and Project CERCA. The project director has had direct responsibility for the operation of the bilingual program since her appointment in February. She attends regular meetings with the principal and other department heads. Figure 1 depicts the organization and structure of Project CERCA within the school. To be noted is the cooperation between the pupil personnel services and foreign languages departments to achieve student academic and non-academic goals.

FIGURE 1

Organization and Structure of Project CERCA



_____ Formal Supervision and/or administration

- - - - - - - - - - Cooperation

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FUNDING

Tax-levy, P.S.E.N., and Title VII funds support Project CERCA. Title VII supports the project director, bilingual guidance counselor, three educational assistants, and some per session time for teachers. Most of the teachers in the bilingual program are supported by tax-levy funds. See Appendix B for more detailed information about the functions and funding of the project staff.

STAFF CHARACTERISTICS

The project director has extensive experience teaching Spanish. The bilingual instructional staff has an average of 17 years' experience in education with nine of those years in bilingual education. The E.S.L. staff has an average of 17 years in education with an average of seven years in bilingual education. Most teachers, except two, have the appropriate licenses and certificates for the area of teaching they have been assigned. All educational assistants are in university degree programs. Appendix C summarizes the characteristics of the program's professional and paraprofessional staff members.

IV. INSTRUCTIONAL COMPONENT

OVERVIEW

The instructional design for Project CERCA calls for the integration of a comprehensive career education and counseling component with the bilingual program at Flushing High School. The ultimate goal is to increase student motivation and performance by narrowing the gap between school and the world of work.

The implementation of the program clearly requires close communication between Project CERCA and both the foreign language and guidance departments. The first steps towards establishing these linkages were taken by reassigning a member of the foreign language department to work full time as project director, and by assigning a bilingual guidance counselor to serve all students in the program. Both the project director and bilingual guidance counselor noted that they were comfortable in their new roles and have achieved a good working relationship with project staff. They have also consulted with other departments, such as business, in developing career units.

PLACEMENT

Students were placed in the program on the basis of the following criteria:

- a score below the twenty-first percentile on the Language Assessment Battery (LAB) and a higher score on the Spanish version of the test;
- recommendation by counselors at Flushing or at feeder schools;
- consultations among parents, principal, bilingual guidance counselor, and teachers;
- measurement of student achievement in reading, math, and science by appropriate norm-referenced achievement tests and locally-constructed tests.

ENGLISH AS A SECOND LANGUAGE

Instruction in E.S.L. is provided to all program students, and classes are scaled from the introductory level 1 course to the transitional, mainstream English level 7 course. Enrollment in these courses is relatively high, particularly in levels 1 through 4, where the average class size in the fall term was 34, and in the spring term, 31. These large enrollments are ameliorated to some extent by the presence of a paraprofessional assistant in each of these classes.

A member of the evaluation team visited some E.S.L. classes and noted that the teaching focused on the group as a whole and closely followed the textbook lesson. English was the sole language of instruction in these classes, which contain students with varied language backgrounds, including Chinese, Haitian Creole, Hindi/Urdu, Greek, and Farsi. Table 5 lists E.S.L. offerings for the fall and spring terms.

NATIVE LANGUAGE ARTS

Native language arts (N.L.A.) courses available to program students range from introductory to advanced levels. Of particular interest to those program students who are fluent native speakers is the advanced placement courses in nineteenth and twentieth century Spanish and Latin American literature. Again, lower level N.L.A. courses have a relatively high enrollment, with an average class size for levels 1 through 4 of 32 in the fall term and 31 in the spring. Paraprofessional aides are available for levels 1 through 3.

A member of the evaluation team visited some N.L.A. classes and observed that teaching was oriented to the group as a whole and closely

followed textbook lessons. Bilingual paraprofessional assistance provided for individualization of instruction and remediation of skills deficiencies. Table 6 lists the fall and spring offerings in Spanish.

CONTENT-AREA COURSES

In the 1983-84 year, the program offered bilingual content-area courses exclusively for program students in science, social studies, and mathematics. Admission was based on LAB entitlement and teacher and counselor recommendations. Spanish was the primary language of instruction in this first year of program operation, which is consistent with the goal of improving students' knowledge of content in these areas, while gradually increasing their use of English throughout the three years of funding. Table 7 lists all bilingual subject-area courses offered in the two terms of the 1983-84 academic year with other pertinent information. It should be noted that suitable materials in Spanish were lacking for the bilingual pre-algebra class. Teacher-made materials are used while the program continues to seek adequate materials. Materials in English, including companion texts in English and selected readings from the New York Times, were used to complement Spanish materials. There was an increased use of English materials in the spring semester, in keeping with the program philosophy of gradual transition from Spanish to English.

SPECIALIZED COURSES

A large selection of academic and elective specialized courses is available to the bilingual program students at Flushing High School. Admission is based on counselor and teacher recommendations. Offerings include specialized courses in science, social studies, language arts, career vocational skills, health, music, and art. Table 8 lists those specialized courses in which at least five program students were enrolled.

TABLE 5

Instruction in English as a Second Language and English Reading

Fall

Course Title and Level*	Number of Classes	Average Register	Class Periods Per Week	Paraprofessional Assistance (Y/N)	Description	Curriculum or Material in Use
ESL 1	1	33	10	YES	ENGLISH AS A SECOND LANG LEVEL I	ALFA
ESL 2	2	35	10	YES	ENGLISH AS A SECOND LANG. LEVEL I	ALFA
ESL 3	1	32	10	YES	ENGLISH AS A SECOND LANG. LEVEL II	ALFA
ESL 4	2	35	10	YES	ENGLISH AS A SECOND LANG. LEVEL II	ALFA
ESL 5	2	26	5	YES	ENGLISH AS A SECOND LANG. LEVEL III	ALFA
ESL 6	1	24	5	NO	ENGLISH AS A SECOND LANG. LEVEL III	ALFA
ESL 7	1	22	5	NO	TRANSITIONAL ENGLISH (ESL-MAINSTREAM ENGLISH)	WRITING FOR LIFE, NEW WORLDS, PLAYS FOR EVERYDAY LIVING, AMERICAN CLASSICS, ENGLISH Made EASIER

Spring

ESL 1	1	33	10	Yes	English as Second Lang. Level I	Alfa
ESL 2	1	34	10	Yes	" " " Level I	Alfa
ESL 3	2	22	10	Yes	" " " Level II	Alfa
ESL 4	1	33	10	Yes	" " " Level II	Alfa
ESL 5	2	25	5	Yes	" " " Level III	Alfa
ESL 6	2	25	5	No	" " " Level III	Alfa
ESL 7	1	21	5	No	Transitional English (ESL-to Mainstream English)	American Classics, New PLAYS FOR EVERYDAY LIV Writing for Life, Engl Made Easier

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TABLE 6

Instruction in the Native Language

Fall

Course Title and Level*	Number of Classes	Average Register	Class Periods Per Week	Paraprofessional Assistance (Y/N)	Description	Curriculum or Material in Use
NATIVE LANGUAGE ARTS BASIC SPANISH (I)	2	28	5	YES	READING.COMP.,VOC.,SPELL., GRAMMAR & COMPOSITION (2)	LEYENDAS DE ESPANA & ESPANOL PARA LOS HISPANOS
NATIVE LANGUAGE ARTS INTER. SPANISH (II)	2	35	5	YES	ABOVE + INTRO TO LIT. 2 (CITY-WIDE CLASS)	LECTURAS PARA PENSAR, AMSCO II LEYENDAS PUERTORRIQUENAS /YR.
NATIVE LANGUAGE ARTS ADV. SPANISH (III)	2	30	5	YES	ABOVE+ LIT. OF SPAIN 2 (REGENTS CLASS)	OCHO SIGLOS DE LIT. ESPANOLA EXERCISES IN SPANISH
NATIVE LANGUAGE ARTS ADV. SPANISH (IV)	1	31	5	NO	ADV.LIT. + ABOVE LANG.ITEMS INCLUDING FOR LEVELS IV & V	ANTOLOGIA DE CUENTOS ESPANOLES ESPANA Y SU CIVILIZACION &
NATIVE LANGUAGE ARTS ADV. SPANISH (V)	1	17	5	NO	LIT. FROM SPAIN, LATIN & SOUTH AMERICA & WORLD LIT.	PROSA DE LA ESPANA MODERNA *2 TESORO HISPANICO, OMNIBUS
NATIVE LANGUAGE ARTS ADV. SPANISH (A.P.)	1	18	5	YES		PRIMERA MEMORIA, LA TRAMPA, (NATURE), EL ALEPH & FICCIONES
						20 POEMAS DE AMOR, UNA CANCION DESESPERADA

Spring

NATIVE LANGUAGE ARTS BASIC SPANISH (I)	2	29	5	YES	READING COMPREHENSION, VOC. GRAMMAR, COMPOSITION & SPEL	PUNTOS CRITICOS & L. ESPANOL PARA LOS HISPANOS
NATIVE LANGUAGE ARTS INTER.SPANISH (II)	3		5	YES	ALL OF ABOVE + INTRO. TO LITERATURE(CITY-WIDE)	LEYENDAS LATINOAMERICANAS, AMSCO II REVIEW & IN-HOUSE
NATIVE LANGUAGE ARTS ADV. SPANISH (III)	2	35	5	YES	ALL OF ABOVE + LITERATURE OF SPAIN & LAT.AM.(REGENTS)	GALERIA HISPANICA
NATIVE LANGUAGE ARTS ADV. SPANISH (IV)	2		5	NO	ADVANCED LITERATURE & ABOVE LANGUAGE ITEMS	DOS NOVELAS PICARESCAS *-#1 AVENTURAS DE DON QUIJOTE
NATIVE LANGUAGE ARTS ADV.SPANISH (V)	1	20	5	NO	ADV. LIT. OF S.AMER.,SPAIN, & WORLD LIT.	NOUVELISTAS ESPANOLES DE HOY ESPANA Y SU CIVILIZACION
NATIVE LANGUAGE ARTS ADV.SPANISH (A.P.)	1		5	YES	THE 19thC. SPANISH LIT. (ADVANCED PLACEMENT COURSE)	LITERATURA HISPANOAMERICANA D. PERFECTA, SAN MANUEL BUENO MARTIR, NIEBLA, ABEL SANCHE TRES NOVELAS EJEMPLARES, BODAS DE SANGRE, LA CASA DE BERNARDA ALBA.

*1- BRIEF SPANISH REV. GRAMMAR & COMPOSITION - ADAMS

2* ON SPANISH PROSE, CALIDOSCOPIO DE LAS AMERICAS

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TABLE 7

Bilingual Instruction in Content Areas

Fall

Course Title	Average Register	Languages of Instruction	Percent English	Percent Materials in Native Language	Comments
Biology	29	Spanish	0	90	Materials in Enlgish used in compan ion texts and some lessons
Geography	29	Spanish	15	100	
World History	29	Spanish	15	100	
Civics New Amer.	29	Spanish	15	65	
Pre-Algebra	29	Spanish	15	60	Suitable materials not available in Spanish
Math Fundamentals	29	Spanish	15	50	
Language Arts - Art	29	English	100		
Language Arts - Typing	29	English	100	20	Some materials in Spanish
Language Arts - Business Typing	29	English	100		
Language Arts - Music	29	English	100		E.S.L. through music
Language Arts-Health	29	English	100		

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TABLE 7 (Continued)

Bilingual Instruction in Content Areas

Spring

Course Title	Average Register	Languages of Instruction	Percent English	Percent Materials in Native Language	Comments
Biology	29	Spanish	0	90	Occasional supplementary lessons with English materials
General Science	29	Spanish	0	90	Companion texts in English
American Government	29	Spanish	0	80	Use of N.Y. Times. Companion texts in English
Economics	29	Spanish	0	80	Use of N.Y. Times. Companion texts in English
Pre-Algebra	29	Spanish	0	60	Suitable materials not available in Spanish
Math Fundamentals	29	Spanish	0	60	Suitable materials not available in Spanish
World History	29	Spanish	0	80	Use of N.Y. Times. Companion texts in English
Civics for New Americans	29	Spanish	0	80	" "
Language Arts-Calligraphy	30	English	100	0	
Language Arts - Health	30	English	100	0	
Language Arts - Typing	28	English	100	0	

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TABLE 8

Specialized Courses[a]

Course Title	Type of Credit
Astronomy	Academic/Elective
Life Science	Academic
Basic Skills in Science	Academic
Global History	Academic/Elective
Criminology	Academic/Elective
Office Machines	Elective
Cartooning	Elective
Drafting	Elective
Wood Shop	Elective
General Shop	Elective
Language Arts/Health	Academic
Language Arts/Typing	Academic/Elective
Language Arts/Business Typing	Academic/Elective
Language Arts/Music	Academic/Elective
Language Arts/Art	Academic/Elective

[a]Each course had an average register of 28 students. At least five bilingual program students were enrolled in the class.

V. NON-INSTRUCTIONAL COMPONENT

OVERVIEW

The main activities of program staff outside the classroom included the development of curricula; the provision of supportive services for students, such as programming and career counseling; staff development; and the education and involvement of parents.

CURRICULUM DEVELOPMENT

At the time of the evaluation visits, career units were being developed for integration with E.S.L. and N.L.A. courses to fulfill the program objective in this area. Three career units are now ready for pilot testing in selected E.S.L. classes: Introduction to the World of Work, Careers in the Computer Field, and Job Search Skills. Four Spanish career units are also ready for use in N.L.A. classes: Office Careers for the Bilingual, Health Careers, Transportation Careers, and Careers in Education. These units span all levels of both E.S.L. and N.L.A. classes and are ready for use in September 1984. Other units being developed include career orientation units in electronics, transportation, and office work, as well as an introduction to college opportunities.

SUPPORTIVE SERVICES

The bilingual program offered supportive services in English and Spanish to students and their families both in and out of school. Support staff included a bilingual guidance counselor who is responsible for all counseling services, a New York State Employment counselor on site at the school, and two co-op advisors who advise students in the

co-op jobs program, a special career training program for high school students who wish to work while finishing their diploma requirements. Students alternate work and school, with two weeks on the job and two weeks in school. Appendix D details the range and types of supportive services offered students in the 1983-84 academic year.

The bilingual guidance counselor was responsible for all programming and evaluated student records for initial placement within the program. The counselor met twice each term with program students for academic counseling, and at the end of each marking period for a report card review. The counselor also provided career orientation twice during the year to each grade level, as well as college advisement, and individual and personal counseling as needed by program students.

The counselor worked with the New York State Employment Division counselor and co-op advisors in training, advising, and placing program students in part-time and summer employment.

The counselor also worked with the coordinator of student affairs, the peer tutoring advisor, and teachers to provide peer tutoring to program students where needed. Tutoring was given by ARISTA society members, reading resource teachers, and other teachers. These services were available in both Spanish and English.

STAFF DEVELOPMENT

The project objectives in this area were to train participating teachers in teaching career values, skills, and attitudes to LEP students and to have 25 percent of teachers and staff take at least one course in computers or other vocational skill area by the end of the project period. In line with these objectives, the project director attended

an intensive three week course at Hofstra University in data processing for educational administrators. The A.P. for foreign languages enrolled in a summer workshop in career counseling at the same university, and one Spanish teacher took two summer seminars in foreign language teaching methods at Queens College. If the second objective is to be met, more teachers need to take college courses and the courses should be career oriented.

The project director, one Spanish teacher, and two paraprofessionals also attended workshops on the implementation of Lau and Consent Decree regulations and on planning and training for bilingual programs. Both workshops were sponsored by the Office of Bilingual Education, New York City Public Schools.

All staff participated in a variety of training activities within the school, including departmental meetings, workshops, and demonstration lessons.

PARENTAL INVOLVEMENT

The project objectives in this area were to increase Advisory Council attendance by 50 percent, and to have 25 percent of parents attend a career workshop by the end of the project period. Flushing High School offers several activities to involve parents of LEP students. These include E.S.L. classes, as well as various job skills classes such as typing. Classes are offered twice weekly though the adult education program.

The A.P. for foreign languages and the project director offered monthly workshops to parents on the career orientation aspects of

Project CERCA. An advisory committee consisting of parents, the A.P. of Supervision, the project director, and the bilingual guidance counselor disseminated information to program parents on a bi-monthly basis. This information included discussions of program activities, careers, and opportunities in post-secondary education. Thus, the project is making much progress towards meeting the objectives in this area.

In addition to these activities, the project kept in touch with parents on an individual basis through letters, phone calls, and parent-teacher conferences in response to individual student needs as they arose throughout the year. All parental involvement activities were offered in both Spanish and English.

VI. FINDINGS: STUDENT ACHIEVEMENT

The following section presents the assessment instruments and procedures used in evaluating student achievement. The findings are presented by objectives, as proposed to and accepted by the office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ACQUISITION OF ENGLISH SYNTAX

--By the end of the project period, 75 percent of program students will demonstrate improved skills in English syntax as measured by mastery of at least one CREST objective per 20 days of instruction.

The assessment instrument used for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed. Extensive information on CREST objectives and psychometric properties are in the Technical Manual,

New York City English as a Second Language Criterion Referenced Syntax Test.*

The CREST was administered at the beginning and end of the fall and spring semesters. The results are presented in Table 9. The program objective was met by students at Level I in the spring semester. It must be noted, however, that the criterion set (75 percent of the population mastering at least one objective per month) is higher than the typical achievement of similar students citywide. The citywide performance of students on the CREST indicates that less than 70 percent of the students are able to master one objective per month of instruction. Therefore, programs aim at an average mastery of one CREST objective per month. Had CERCA aimed at a similar objective, the results (see Table 10) show that, on the average, students mastered more than one CREST objective per month each semester.

TABLE 9

Proportion of Students Gaining One Objective per Month on the Criterion Referenced English Syntax Test

Semester	Test Level	Number of Students	Percent Gaining at Least One Objective per Month
Fall	I	27	74.1
	II	27	70.4
	III	23	34.8
Spring	I	21	85.7
	II	13	61.5
	III	26	19.2

*Board of Education of the City of New York, Division of High Schools, 1978.

TABLE 10

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	Average Number of Objectives Mastered: Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	27	8.4	13.7	5.3	2.8	1.9
II	26	14.5	18.4	3.9	2.9	1.3
III	23	10.3	12.3	2.0	2.8	0.7
TOTAL	76	11.0	14.9	3.9	2.8	1.4
			Spring			
I	27	9.6	16.7	7.1	2.8	2.5
II	21	16.5	21.4	4.9	2.9	1.7
III	32	10.6	13.4	2.8	3.0	0.9
TOTAL	80	11.8	16.6	4.8	2.9	1.7

*Posttest minus pretest.

--By the end of the project period, 75 percent of participating eleventh and twelfth graders will demonstrate growth in reading ability in the English language as measured by a gain at or below the .05 level of significance on the New York City Reading Test.

The New York City Reading Test was administered in October and May. The pretest and posttest raw score means and standard deviations are presented in Table 11. Data on both test administrations were available for 26 eleventh- and twelfth-grade program students. Statistical significance was determined through the application of the correlated t-test model to demonstrate whether the difference between pretest and posttest means is larger than would be expected by chance variation alone. However, because significance testing is appropriate only if the group analyzed is representative of all the students who took the test, not a selected proportion, the analysis was conducted by using all students who had both pretest and posttest scores.

The project objective on the New York City Reading Test was not met as test results indicate a decrease in reading scores. The decrease was significant for eleventh graders. This unexpected result can not be explained since the program students in eleventh and twelfth grades achieved high passing rates in E.S.L. and Regents Competency Test (R.C.T.) preparation courses both semesters and overall performance improved from fall to spring. The results are presented in Table 12.

TABLE 11

English Reading Achievement

Significance of Mean Raw Score Difference Between Initial and Final Test Scores of Program Students with Full Instructional Treatment on the New York City Reading Test (P.S.E.N.), by Grade

		Pre-Test		Post-Test		
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference
11	21	39.1	10.0	34.6	13.1	-4.5*
12	5	44.2	5.4	35.0	7.8	-9.2

*Statistically significant at the .05 level.

TABLE 12

Passing Rates in E.S.L. and R.C.T. Preparation Classes[a]

	Fall		Spring	
Grade	Number	Percent Passing	Number	Percent Passing
11	15	73.3	14	78.6
12	22	88.9	26	96.2

[a]Courses include transitional and advanced E.S.L., and R.C.T. preparation.

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

--By the end of the project period, 75 percent of participating students will demonstrate improvement in math, science, and social studies as measured by a passing grade on a teacher-constructed culminating exam.

Table 13 presents the passing rates for program students enrolled in mathematics, science, and social studies courses by grade in the fall and spring.

The program objective of at least 75 percent passing the content areas was met by students in social studies courses both semesters, who achieved passing rates of 79 percent in the fall and spring.

The overall passing rates of students who were reported as enrolled in mathematics classes were 71 percent in the fall and 67 percent in the spring. The overall passing rates in science courses were 73 percent in the fall and 66 percent in the spring.

TABLE 13

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
FALL										
Mathematics	35	63	39	64	42	74	21	91	137	71
Science	32	66	38	63	31	81	15	100	116	73
Social Studies	33	61	37	89	39	79	20	90	129	79
SPRING										
Mathematics	46	61	39	67	44	68	16	81	145	67
Science	45	56	41	63	32	72	13	85	131	66
Social Studies	39	77	38	84	43	67	24	96	144	79

Note. Math courses range from fundamental math to advanced placement math (also includes accounting). Social studies ranges from world/global history to advanced placement history. Science courses range from general science to chemistry.

- In general, the proportion of students passing increased as grade increased.
- Students in grade twelve surpassed the program objective in all subject areas both semesters.

STUDENT AWARENESS OF CAREER ALTERNATIVES

--By the end of the project period, 75 percent of the program participants will demonstate greater awareness of career alternatives as measured by:

a) attendance at a minimum of four group and two individual career counseling sessions;

b) pre- and posttest scores on the Career Development Survey of the Office of Occupational and Career Education, New York City Board of Education;

c) passing scores on at least two career capsule unit tests in E.S.L. or native language arts.

This program objective could not be assessed because sufficient information could not be gathered during the first year of the project.

VI. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Although there was a mid-year change in project directors, in its first year of operation, Project CERCA was relatively successful in developing a close working relationship between project staff and other departments. Several career awareness units were completed and are ready for use in E.S.L. and N.L.A. classes in the fall of 1984.

Supportive services are a major strength in the program, particularly in their articulation with other student and parental support services offered at Flushing High School. The program has made progress in providing development activities for its staff and teachers. It has been able to assign teachers according to their areas of specialization, except in two areas, bilingual science, and a partial E.S.L. program.

Enrollment levels in E.S.L. and N.L.A. classes were noted to be relatively high in all but the most advanced levels. Teaching styles in these classes were relatively traditional with teachers following textbooks closely and focussing on the class as a whole. These factors will need to be taken into account when the newly developed career awareness units are introduced into these classrooms.

It was also noted that the goal of improving students' knowledge of content areas while gradually developing their English communication skills was being implemented by the program, as evidenced by an increased use of English curricular materials in bilingual content-area classes in the spring term.

However, the project needs to consider changing objectives to more accurately and realistically assess student achievement, and data collection procedures have to be monitored to ensure accurate reporting. The objectives on English language achievement should be changed. Achievement on the CREST is best measured by using means, and t-tests can only be done on a total group and not on 75 percent of the population. The objective of 75 percent passing content areas was generally not met. In its first year, the project could not gather data to measure the development of students' career awareness, which was an objective proposed.

More staff needs to be informed on availability of funds for university courses if the staff development objective is to be achieved. The objective that appears well on its way to being met is the objective on parental involvement.

RECOMMENDATIONS

The following recommendations are made to advance the progress of Project CERCA in meeting its essential goals of integrating a comprehensive career education and counseling component with Flushing High School's bilingual program.

1. Since much effort has gone into the development of career-oriented units with the appointment of a new director in February 1984, systematic procedures for field testing and refining these materials for classroom use need to be established with the bilingual and career counseling staff. Revisions might include the use of visual and audio resources available from the bilingual resource library, and keying the career education and counseling assessment process to the career capsule goals.

2. Enrollments in E.S.L. classes, in particular beginning levels 1 and 2, need to be scrutinized to determine optimal size for effectiveness. While two periods of E.S.L. each day for these levels have definite advantages, an average enrollment of 33 students might be counterproductive.

3. The career education and counseling component is providing vital services to the 200 bilingual students. Articulation among students, teachers, project director, and assistant principals is definitely satisfactory. Since this component collects much data on each student's career goals and aptitudes, sharing this information among all involved would increase the program's effectiveness. Further, documentation of activities and testing student in this area, as proposed, would enable the evaluators to measure the achievement of the program objective.

4. The program might conduct a needs assessment among its teachers, particularly those teaching out of their area of specialization, and plan in-service workshops and teachers' enrollment in college courses based on the needs identified. Further, it might formulate profiles of teachers' skills based on the needs assessment conducted. A teachers' skills profile would enable supervisors to trace teacher progress throughout the school year and to determine the areas requiring immediate attention.

VIII. APPENDICES

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APPENDIX A

Home Languages of Students in the School

Language	Number of Students	Percent Total Enrollment	Percent LEP
CHINESE	65	4%	14%
KOREAN	74	4%	18%
FRENCH (HAITIAN)	6	<1%	2%
FRENCH	11	<1%	<1%
URDU	11	<1%	2%
HINDI	14	<1%	3%
GREEK	66	4%	1%
PUNJABI	3	<1%	1%
FARSI	20	1%	7%
ITALIAN	49	2%	0%
RUSSIAN	7	<1%	0%
TAGALOG	8	<1%	0%
PORTUGUESE	3	<1%	0%
SPANISH	489	28%	48%
OTHERS	39	2%	4%
ARMENIAN	5	<1%	1%
GUJARATI	6	<1%	1%
POLISH	1	<1%	<1%
BURMESE	2	<1%	1%
AMHARIC	1	<1%	<1%
TURKISH	1	<1%	0%
SerboCoatian	7	<1%	0%
JAMAICAN(Eng.)	2	<1%	0%
GAELIC	1	<1%	0%
ROMANIAN	2	<1%	0%
HEBREW	1	<1%	0%
MALAY	1	<1%	0%
SLOVAKIAN	1	<1%	0%
ARABIC	2	<1%	0%
MONGOLIAN	1	<1%	0%
JAPANESE	1	<1%	0%
GERMAN	4	<1%	0%

APPENDIX B

Funding of Non-Instructional Program Components

Function	Funding Source(s)	Personnel	
		Title	Percent of Time
Administration & Supervision	TAX LEVY	PRINCIPAL	10%
	TAX LEVY	FOR.LANG. A.P. SUPERVISION	35%
	TITLE VII	PROJECT DIRECTOR	80%
Curriculum Development	TAX LEVY	TEACHERS (2)	12½% EACH
	TITLE VII	TEACHERS (6)	PER SESSION
Supportive Services	TITLE VII	BILINGUAL GUIDANCE COUNSELOR	80%
	TITLE VII	EDUCATIONAL ASSTS. (3)	100% EACH
Staff Development	TITLE VII	PROJECT DIRECTOR	10%
	TAX LEVY	FOR.LANG. A.P.-SUPV.	20%
	TAX LEVY	PRINCIPAL	5%
Parental & Community Involvement	TITLE VII	PROJECT DIRECTOR	10%
	TAX LEVY	A.P.-FOR. LANG./SUPV.	5%
	TITLE VII	BILINGUAL GUIDANCE COUNSELOR	20%
Secretarial & Clerical Services	TAX LEVY	PAYROLL & RECORDS SECRETARIES, ETC.	AVE. 15%
	TITLE VII	EDUCATIONAL ASSTS.	AVE. (20% EA.)

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APPENDIX C

Staff Characteristics

Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
A.P. FOR LANG. ELA - SPAN. (1)	.2	9-66	B.A. SPANISH M.A. SPANISH+30	NYC SPANISH D.H.S. NYS SUPERV.&ADMIN. P.I.	17	15	3	-
TEACHER (2) ELA- SPAN	.6	9-59	B.A. SPANISH M.A. SPANISH + 30	NYC SPANISH D.H.S. NYS	26	5	-	-
TEACHER- (3) ELA - SPAN.	.6	9-74	B.A.SPANISH M.A.SPANISH +30	NYC SPANISH D.H.S. NYS SUPERV.&ADMIN.-P.I.	28	10	-	5 YEARS TEACHER TRAINING: BIL PROGRAM
TEACHER- (4) ELA - SPAN.	.6	9-82	B.A. SPANISH + 21	NYC SPANISH D.H.S.	6	6	3	-
TEACHER- (5) BIL. MATH	.4	9-78	B.A.SPANISH M.A. SPANISH	NYC SPANISH D.H.S NYS BIL.MATH-SPAN.	14	8	7	-
TEACHER- (6) Bil. Soc. Studies	.4	9-71	B.A. SPANISH M.A.SPAN.&M.A.-EDUC.	NYC SPANISH D.H.S.& N.T.E. NYS SPAN.COMM.BRANCHES	13	8	3	-
TEACHER- (3) BIL. SOC. STUDIES	.2	9-74	B.A.SPANISH M.A.SPANISH +30	NYC SPANISH D.H.S. NYS SUPERV.&ADMIN.-P.I.	.28	10	-	-
TEACHER- (7) BIL. Soc. Studies	.2	9-78	B.A.FRENCH M.A.FRENCH	NYC SPAN.D.H.S.FREN.D.H.S. NYS BIL.SOC.STUD.-SPAN.	14	11	9	-
TEACHER- (7) BIL. SCIENCE	.2	1-84	B.A.FRENCH M.A.FRENCH	NYC SPAN.& FREN.D.H.S. NYS BIL.SOC.STUD.-SPAN.	14	11	9	-
TEACHER- (4) Bil. Science	.4	1-83	B.A. SPANISH + 21	NYC NYS SPANISH D.H.S.	6	6	3	-
TEACHER(8) ESL	.2	2-83	B.A. ENGLISH M.A. ENGLISH/EDUCATION M.S. READING	NYC ENGLISH D.H.S. NYS READING K-12	15	2	1	-

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Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.		Years Other Relevant Experience
Teacher E.S.L.	1.0	9-70	B.A., M.A & Ph.D LINGUISTICS	NYC NYS	E.S.L.,D.H.S.	14		—	14	-
Teacher E.S.L	1.0	9-71	B.A.-JOURNALISM M.A. LINGUISTICS	NYC NYS	E.S.L.,D.H.S.	18		3	18	-
Teacher E.S.L	.2	9-74	B.S. EDUCATION M.S. EDUCATION	NYC NYS	SPANISH,D.H.S.	25		11	2	-
Teacher E.S.L.	.4	9-78	B.A. FRENCH M.A. FRENCH	NYC NYS	SPANISH,D.H.S. BIL.SOC.STUDIES/SPAN.	14		11	9	-
Teacher E.S.L.	.2	9-78	B.A. SPANISH M.A. SPANISH	NYC NYS	SPANISH,D.H.S. BIL.MATH/SPANISH	14		8	7	-
Teacher LANG.ARTS-HEALTH	.2	9-83	B.S. PHYS.ED&HEALTH M.A. PHYS. ED.	NYC NYS	HEALTH&PHYS.ED, D.H.S.	15		1	-	-
Teacher LANG.ARTS-TYPING	.2	10-83	B.S. BUS. EDUC. M.S. BUS. EDUC.	NYC NYS	GREGG SHORTHAND & TYPING, D.H.S.	15		1	-	-
Teacher BUS.LANG.ARTS-TYPING	.4	9-80	B.A. & M.S.E. BUS. EDUCATION	NYC	GREGG SHORTHAND & TYPING, D.H.S.	19		4	-	-
Teacher LANG. ARTS - TYPING	.2	2-84	B.A.-BUS. EDUC.	NYC NYS	GREGG SHORTHAND & TYPING, D.H.S.	23		5	-	-
Paraprofessional (1)	1.0	10-80	B.A.-SCI.EDUC.	-	———	13		8	3	-
Paraprofessional (2)	1.0	10-80	27 CREDITS - SPANISH	—	———	7		5	5	-
Parpprofessional (3)	1.0	10-80	54 CREDITS - SEC.SCI.	—	———	4		4	1	-
Bilingual Guidance Counselor	1.0	10-80	B.A.-BIOLOGY M.A.- COUNSELING	NYC NYS	BIL.SCIENCE D.H.S. GUIDANCE	6		6	1 term	—

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APPENDIX D

Support Services Offered to Program Students

TYPE OF SERVICE (Check all services provided)	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
COUNSELING • ACADEMIC	[illegible]	Bilingual Guidance Counselor	-At entrance interview -At programming interviews twice a term -Report card review at each marking period.	English and Spanish
• PERSONAL	Counselor provides assistance to students who experience social, psychological or learning difficulties so as to help students with adjustment.	"	Counselor is available at all times to respond to students' needs.	"
• CAREER ORIENTATION	[illegible]	"	Twice a year on each grade level.	"
• COLLEGE ADVISEMENT	Develop a career plan of goals. Trips to Colleges, [illegible]	"	Begins in 9th Grade with greatest emphasis in 11th and 12th Grades.	"
• INDIVIDUAL	Develop and implement career plans. Establish personal relationships. [illegible]	"	Minimum: Once each term and crisis intervention as necessary	"
• GROUP	Group guidance in school classes to disseminate school information, career awareness workshops in the CAREER ORIENTATION assemblies.	"	ON EACH GRADE LEVEL: ORIENTATION PROGRAM conducted each Spring and Fall term.	"
REFERRALS • IN-SCHOOL	Chairmen for placement [illegible] Deans, attendance coordinator, Spark, SDST, NYSES Counselor, College OFFICE, Testing Coordinator, COSA	"	Whenever student needs or requires a referral.	"
• OUT-OF-SCHOOL	Mental Health, Medical and Health Service resources. GED Programs, Career Resource Center	"	"	"

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TYPE OF SERVICE (Check all services provided)	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
CAREER/VOCATIONAL • PLACEMENTS	N.Y. State Employment Counselor on site. Community Services placements. Summer jobs program. Co-op program (this leads to placements)	N.Y.S. Employment Counselor and Co-op Adviser Summer youth employment Summer jobs NY	ALL year long - Academic year Summer placements	ENGLISH
• TRAINING	Co-op program - 3 wks. in HS 2 wks. school Occupational skills Program after school - Bryant Assoc. Field trips to work sites.	Coop Advisors GUIDANCE COUNSELOR & Project Director	THROUGHOUT ACADEMIC YEAR	ENGLISH SPANISH
• LABORATORIES	Computer Lab., Basic Lab Techniques Course - Science. VARIETY OF INDUSTRIAL ARTS [illegible]	A.P. Supervision - Business A.P. Supervision - Science A.P. Supervision - Indus. Arts	Fall • Spring Terms	ENGLISH SPANISH
• CAREER INFUSION	Courses in Health, Industrial Arts, Career, emphasis in [illegible] Field trips - guest speakers	A.P. Supervision - Business, Science, Industrial Arts. Project Director - Staff	Fall • Spring	ENGLISH SPANISH
• ADVISEMENT	Develop a career [illegible] guide. Trips to colleges. Dissemination of career info. from N.Y.S. Employment Co-op advisor, guest speakers, Migrant advisors, [illegible]	N.Y.S. Employment Counselor, Co-op Advisors, Bilingual Guidance Counselor	Begins in 9th with more and more emphasis yearly culminating in the 12th.	ENGLISH SPANISH
TUTORING	Board of Ed. funded Peer Tutoring Program ARISTA society Tutoring INDIVIDUALLY ARRANGED peer tutoring Resource teachers - Reading Teachers' extra help.	Coordinator of Student Affairs, Peer Tutoring Advisor Bilingual Guidance Counselor Staff	Whenever need arises	ENGLISH SPANISH

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TYPE OF SERVICE (Check all services provided)	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
FAMILY CONTACTS • HOME VISITS	Long term absentees are referred to attendance teacher who then visits home to explore reasons for absence and encourage their return.	Bilingual Guidance Counselor	AT ALL TIMES IN RESPONSE TO INDIVIDUAL STUDENT NEEDS.	Spanish and English
• TELEPHONE	Family is contacted to set up appts. for conferences, to discuss child's progress: academic, social behavior, etc.	Staff, Counselor + Project Director	"	"
• MAIL	Letters sent home, regarding conferences, and to apprise them of child's progress, lack of, failures of missing school days.	Staff, Counselor + Project Director	"	"
• PROGRAM ACTIVITIES	Parents Advisory Meetings. Orientations, Open field trips. Guest Speakers/ Presentations, Career modules	Counselor, Staff and Project Director	"	"
• SCHOOL ACTIVITIES	PTA MEETINGS, [illegible] Honor Society, Foreign Language Week Activities, Concerts, Plays, Drama Productions, Athletic Activities, [illegible]	Project Director Guidance Counselor and Staff	"	"
PARENT EDUCATION TRAINING, AND INVOLVEMENT • CLASSES	E.S.L., Typing and other skills offered in Adult Education Program at F.H.S.	Staff	Twice weekly each term.	"
• WORKSHOPS	Discussions on Career orientation component of project as part of For. Lang. meetings.	A.P. Foreign Language, Project Director	Monthly - usually.	"
• ADVISORY COMMITTEE	DISSEMINATION OF INFO. TO PARENTS RE. INCREASED AWARENESS OF SCHOOL PROGRAMS & ACTIVITIES. INVOLVEMENT OF PARENTS IN EDUCATIONAL PROCESS & BUILD AND DEVELOP [illegible]	Project Director + Counselor	HELD Bi-monthly.	"

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